DOCUMENT RESUME

ED 026 316 24 SP 002 165

By-Hite, Herbert; And Others

Appendix K. Trial Form of an Instrument for Evaluating Instructional Managers in the Practicum.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-8-9022
Pub Date Oct 68
Contract-OEC-0-8-089022(010)
Note-7p.; Appendix K in A Competency Based, Field Centered, Systems Approach to Elementary Teacher Education; Final Report. Vol. II, p248-254.
EDRS Price MF-$0.25 HC-$0.45
Descriptors-Behavioral Objectives, *Behavior Rating Scales, Educational Objectives, *Practicums, *Teacher Education, *Teacher Evaluation
Identifiers-*ComField Model Teacher Education Program

A two-part instrument for evaluating education students in the practicum has been developed. Part 1 is designed to assess the student teacher's definition of instructional objectives, while Part 2 focuses on his implementation of those objectives. The student teacher is given both performance and explication ratings. Performance level is evaluated through observation of the student teacher while he is engaged in actual teaching experiences. Explication is appraised during conferences in which the student teacher is asked to explain his teaching performance in a particular situation in relation to general performance criteria. (This document and SP 002 155-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications in SP 002 154.) (SG)

ED026316

APPENDIX K--TRIAL FORM OF AN INSTRUMENT FOR EVALUATING INSTRUCTIONAL MANAGERS IN THE PRACTICUM

Herbert Hite
Harry Garrison
Lloyd Urdal

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Submitted for a Consortium of
Institutions and Agencies by the
Northwest Regional Educational Laboratory
400 Lindsay Building
710 S. W. Second Avenue
Portland, Oregon 97204

SP002165

TRIAL FORM OF AN INSTRUMENT FOR EVALUATING INSTRUCTIONAL MANAGERS IN THE PRACTICUM

Herbert Hite
Harry Garrison
Lloyd Urdal

The exemplar appraisal instrument is in two parts. Part 1 is devoted entirely to an assessment of the objectives that the instructional manager defines for a particular set of activities by her pupil. In assessing the objectives, the first criteria has to do with the technical performance of describing the objectives in behavioral terms. A second set of criteria define measures of the appropriateness of those objectives. The two parts to this assessment of objectives, then, are intended to provide a basis for assessing both the technical competence of the instructional manager as a changer of behavior, and also the valuing behavior of the instructional manager when they decide objectives in terms of content, learning outcomes and learner characteristics. Part 2 of the exemplar instrument deals with the effectiveness of the plans and performance of the instructional manager for that particular set of objectives. In other words, given the objectives, Part 2 asks how effective are the means of carrying out these objectives? The balance of the assessment instrument provides criteria for assessing both planning and interaction on the part of the instructional manager.

(Performance is appraised by observing plan and interaction. Explication is appraised during conference with IM who explains why a particular performance meets criteria for such performances in general. Explication reflects ability to verbalize and generalize about specific teaching set.)

	Performance Rating				Explication Rating				Total of Ratings
	Weak	Adequate	Strong	Comments and Notes	Weak	Adequate	Strong	Comments and Notes	
I. <u>DEFINES OBJECTIVES</u> A. Meets Technical Requirements in that: 1. States objectives in behavioral terms 2. States performance standards for desired behaviors 3. Defines conditions under which behavior will be demonstrated (Objectives are additionally APPROPRIATE in terms of:) B. Conceptual Framework of a <u>Content</u> Area 4. Objective is consistent with current,									

	Performance Rating				Explication Rating				Total of Rating
	Weak	Adequate	Strong	Comments and Notes	Weak	Adequate	Strong	Comments and Notes	
authoritative description of concepts									
5. Objective is clearly sequential with respect to other objectives									
C. A particular class of Learning Outcomes									
6. Objective(s) is a description of a particular level of behavior									
7. ... is one of a set of objectives which samples both complex and simple levels of behavior									
8. ... is one of a set which samples various domains of behavior and is affective as well as cognitive or psychomotor									
9. ... is one of a set which samples both									

	Performance Rating				Explication Rating				Total of Rating
	Weak	Adequate	Strong	Comments and Notes	Weak	Adequate	Strong	Comments and Notes	
divergent and convergent modes of thinking									
D. Characteristics of particular Learners									
10. Objective is stated in alternative terms so that individual pupils possess the necessary prerequisites for assigned tasks									
11. Objective is selected with regard to perceived purposes of pupils									
IMPLEMENTS OBJECTIVES									
Given this objective(s), how adequate are the following? i.e., how appropriate are they to the stated objectives?									

	Performance Rating				Explication Rating				Total of Rating
	Weak	Adequate	Strong	Comments and Notes	Weak	Adequate	Strong	Comments and Notes	
A. Plans Strategies: Media which are selected Students activities stated in the plan									
B. Organizes the learning environment Media, activities are planned in sequence Physical and human elements of the environment are arranged									
C. Plans evaluation Instruments for pre-assessment Instruments for analyzing changes Plans for using pre-assessment instruments Plans for using instruments to assess changes									

	Performance Rating				Explication Rating				Total of Rating
	Weak	Adequate	Strong	Comments and Notes	Weak	Adequate	Strong	Comments and Notes	
D. Interacts with pupils Elicits responses indicating understanding of task Elicits responses indicating acceptance of task Elicits responses which are overt, and frequent Adapts to responses by reinforcing appropriate responses extinguishing inappropriate responses Helps pupils summarize or generalize--anticipate next step Or Elicits pupil responses As consequence of responses, helps pupils anticipate next step									
E. Evaluate changes Assesses changes Provides for feedback									